

Student Enrollment and Student Demographics

at Mendocino College;

Fall 2000 through Spring 2007

August 2007

Office of Institutional Research

## Executive Summary

This report examines the demographic characteristics of enrolled students at Mendocino College from Fall 2000 through Spring 2007, using data from the California Community College Chancellor's Office (CCCCO). While there is a great deal of stability in the demographic make-up of our students, over this period, there are several notable findings:

- First-time students are more reflective, on the factors of gender and ethnicity, of the population of Mendocino and Lake Counties, than our overall enrollment.
- On average, about 3 times as many First-time students reside in Mendocino County as in Lake County despite that fact that the population of Mendocino County is only 30% greater than the population of Lake County. Roughly the same proportion holds true for the student body as a whole.
- Students aged 17-26 comprise the key demographic age cohort. These students have the highest FTES-to-headcount ratio and generate well over 50% of the FTES for the College, with only about 40% of the enrollment.
- Students in the oldest age group (50+) are much more likely to be Continuing or Returning students than new students, which average less than 10% of the size of the cohort.

## Introduction

This report serves as a companion to “The External Environment; Current Conditions and Short-Term Projections” produced in Summer 2007. Where the earlier report examined trends and projections in the external environment (demographic, economic and social characteristics of the District), this report focuses upon trends and projections for the College itself. The principal population consists of enrolled students in Fall and Spring semesters and, where appropriate, Summer session. The term “enrolled student” refers to a student who has registered and enrolled and whose enrollment generates at least 1 Weekly Semester Credit Hour (WSCH). This is a slightly broader definition than that used in the California Community College Chancellor’s Office (CCCCO) Data mart reports<sup>1</sup>.

## Enrollment Patterns

Overall, the patterns of enrollment for Fall and Spring semesters are quite different. In general, Fall enrollment has risen gradually, from 4,785 in Fall 2000 to 4,822 in Fall 2006. The highpoint of the period was Fall 2001, with an enrollment of 5,366. Spring semesters, on the other hand, show a gradual decline in enrollment, from 5,401 in Spring 2001 to 5,021 in Spring 2007. Overall, Spring tends to have a slightly higher enrollment than the previous Fall (thanks to persistence) however, the bulge has been decreasing. As shown in Figure 1, Spring 2001 had about 13% greater enrollment than Fall 2000. By the 2005-06 year, that gap had narrowed to 6%. In 2006-07, the gap further narrowed to 4%.

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<sup>1</sup> The CCCCCO definition relies upon a more restrictive definition. It is based upon a calculated element (STD7) and includes students who meet the following criteria:

- A Credit Student enrolled in Weekly / Daily Census section.  
Student enrolled in one or more weekly / daily census sections during the term. Weekly and daily census sections are always offered for credit.
- B Credit Student enrolled in Positive Attendance section with 8 or more hours or 0.50 or more units earned.  
The sum of positive attendance hours enrolled by the student in one or more credit positive attendance sections in one term is 8.0 or more,  
Or  
The sum of units earned by the student in one or more credit positive attendance sections in one term is 0.50 or more.
- C Credit Student enrolled in Independent Study section with 0.50 or more units earned.  
The sum of units earned by the student in one or more credit independent study sections in one term is 0.50 or more.
- F Noncredit Student enrolled in Positive Attendance section with 8 or more hours.  
The sum of positive attendance hours attended by the student in one or more non-credit positive attendance sections in one term is 8.0 or more.

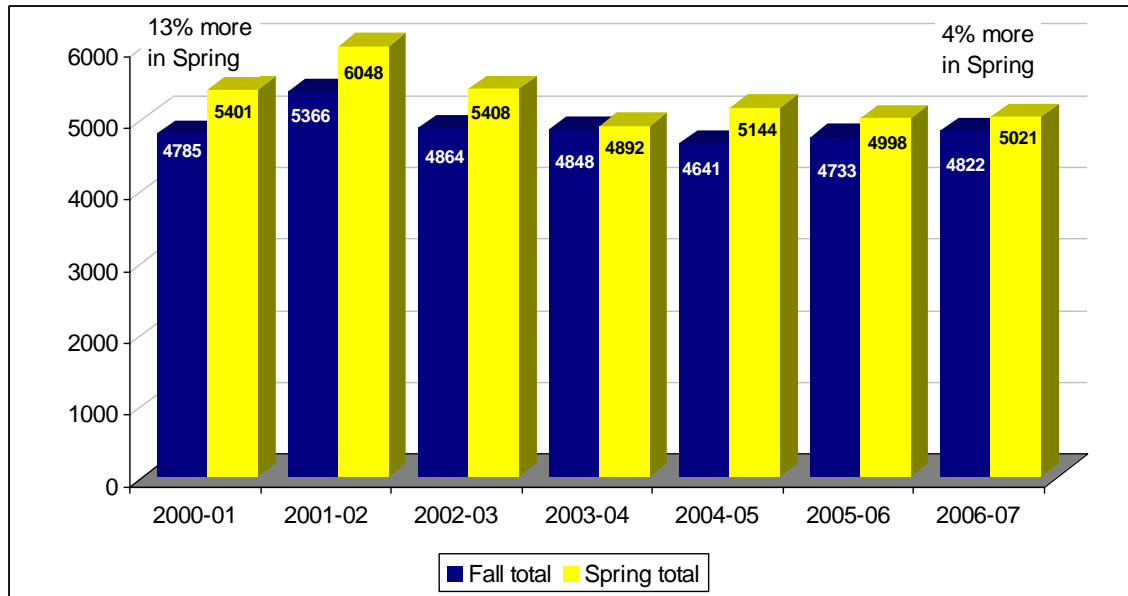


Figure 1: Total enrollments in Fall and Spring semesters, 2000-01 through 2006-07

The most obvious pattern in enrollment patterns from Fall to Spring is in enrollment status of students, as shown in Figure 2.

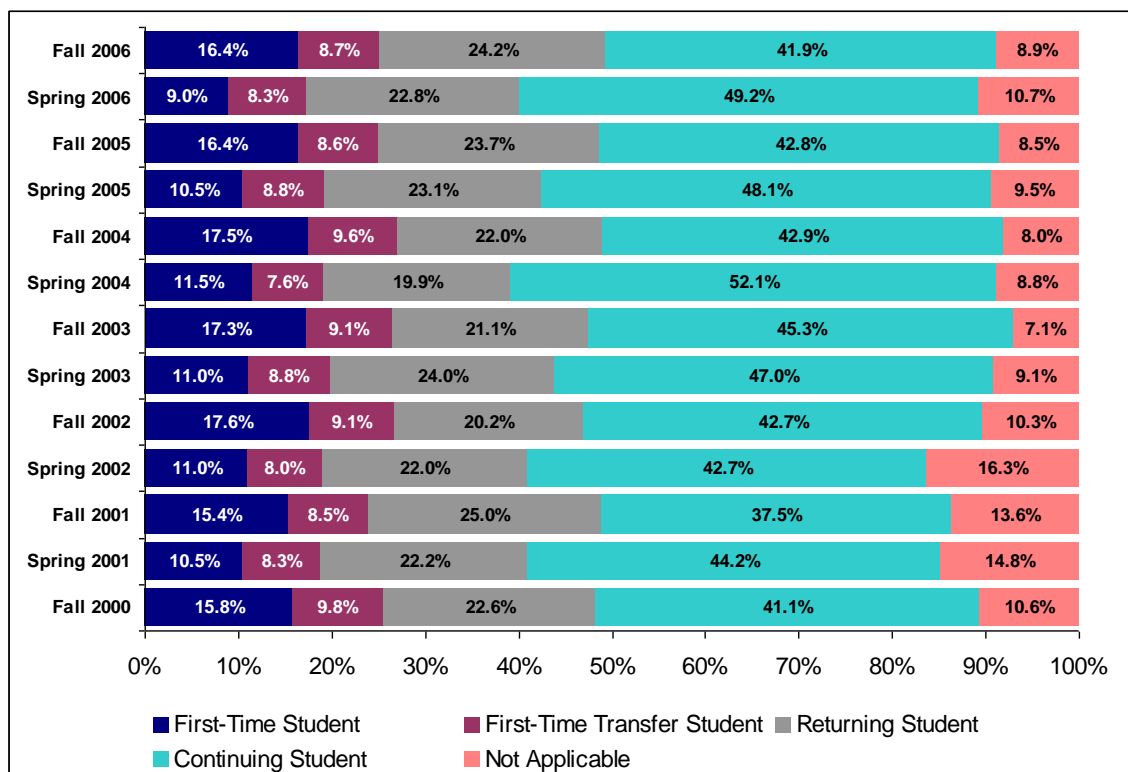


Figure 2: Composition of semester enrollments, Fall 2000 through Fall 2006

In Fall semester, First-time students comprise anywhere from about 15.4% of total enrollment to 17.5% of total enrollment. In Spring, that proportion drops by about 5

percentage points, reflecting the fact that those students who persist from Fall to Spring now become Continuing students, which comprise anywhere from 44% to 52 % of Spring enrollment, a swing of eight percentage points (or, roughly 420 students). The percentage of students who are First-time Transfer students is slightly higher in Fall semester but the drop-off to Spring is very slight (less than 3 percentage points in most years). This comprises a rather steady flow of students year round. Finally, the category labeled “Not Applicable” is comprised mainly of concurrently enrolled high school students. The greater percentage in Spring semesters is likely a result of soon-to-be graduating students attempting to get a head start on their college career.

## Gender

From Fall 2000 through Fall 2006, the distribution of the enrolled student population has remained relatively stable, as shown in Figure 3, with female students comprising an average of 62.5% of all enrolled students and males the remaining 37.5% of enrolled students. Over the six year period, there is a very limited fluctuation, about one percentage point, from the average. Only three summer sessions (2001, 2002 and 2004) were notable deviations from the average. In Summer 2001 and Summer 2002, the percentage of enrollment for females dipped below 60% (55.9% and 54.8%, respectively) and in Summer 2004 the percentage enrollment of females was 65.2%.

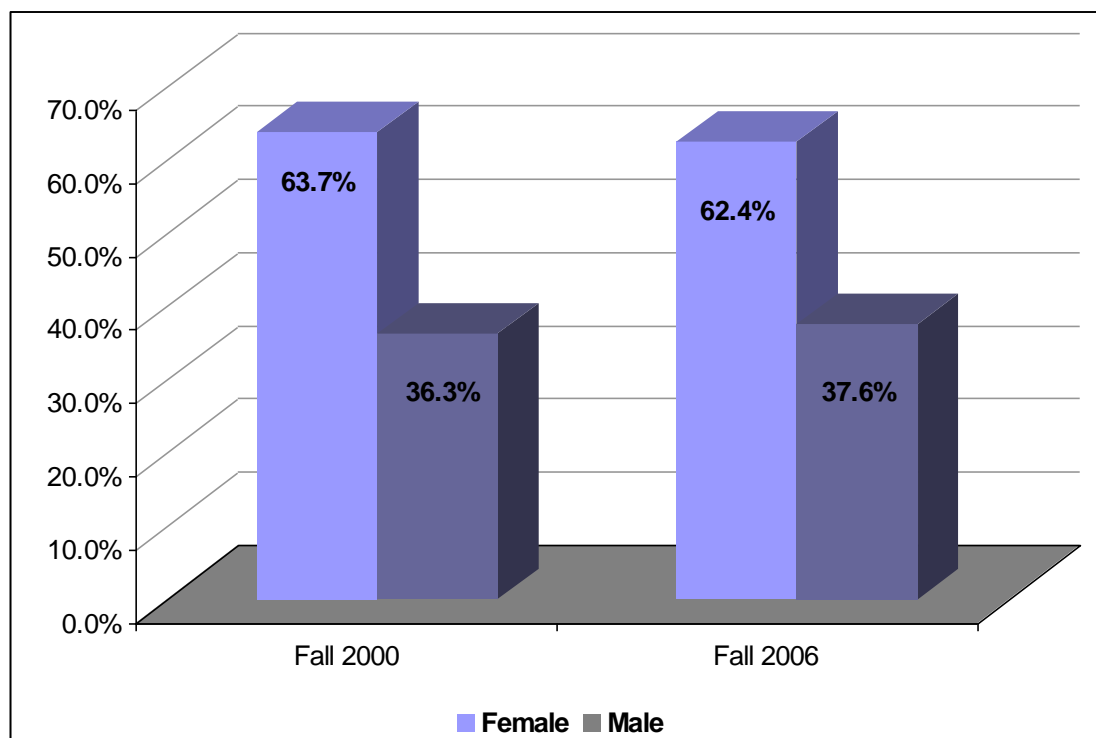


Figure 3: Comparison of enrollment by gender, Fall 2000 v. Fall 2006

While the gender distribution of all enrolled students has remained remarkably stable, the same cannot be said for First-time students. Unlike the overall distribution of students, the gender distribution of First-time students is more reflective of the population

distribution in Mendocino and Lake Counties (50.4% Female, 49.6% Male<sup>2</sup>). As shown in Table 1, the distribution of First-time students is relatively balanced between males and females. On average, over this period, 52.8% of First-time students were female and 47.2% were male. However, unlike the overall enrollment, considerable fluctuation is evident in Table 1.

From Fall 2000 through Fall 2002, there was a slight demographic shift where the percentage of male First-time students was slightly growing, from 44.6% in Fall 2000 to 46.9% in Fall 2002. At this point, the percentages actually reverse, and there are a greater proportion of First-time male students in Spring 2003 (50.1%) and Summer 2003 (54.0%). After that period, the percentage of First-time male students tends to decrease until Fall 2005 when the percentage of male First-time students again begins to increase. After a slight dip in Spring 2006 (46.8% male), male First-time students exceed 50% of all First-time students in Summer 2006 and Fall 2006.

Semester or Session	Enrolled Students			Percentage Distribution	
	Female	Male	Total	Female	Male
Fall 2000	419	338	757	55.4%	44.6%
Spring 2001	310	258	568	54.6%	45.4%
Summer 2001	108	95	203	53.2%	46.8%
Fall 2001	426	402	828	51.4%	48.6%
Spring 2002	343	322	665	51.6%	48.4%
Summer 2002	86	76	162	53.1%	46.9%
Fall 2002	455	402	857	53.1%	46.9%
Spring 2003	298	299	597	49.9%	50.1%
Summer 2003	69	81	150	46.0%	54.0%
Fall 2003	458	380	838	54.7%	45.3%
Spring 2004	307	257	564	54.4%	45.6%
Summer 2004	76	57	133	57.1%	42.9%
Fall 2004	445	368	813	54.7%	45.3%
Spring 2005	277	263	540	51.3%	48.7%
Summer 2005	82	55	137	59.9%	40.1%
Fall 2005	396	382	778	50.9%	49.1%
Spring 2006	239	210	449	53.2%	46.8%
Summer 2006	95	96	191	49.7%	50.3%
Fall 2006	385	406	791	48.7%	51.3%

Table 1: Number and percentage distribution of First-time students by gender, Fall 2000 through Fall 2006.

Figures 4A and 4B illustrate the difference in gender distribution, over time, between all enrolled students and First-time students

<sup>2</sup> Source: US Census Bureau, 2005 American Community Survey, Profiles for Lake County and Mendocino County.

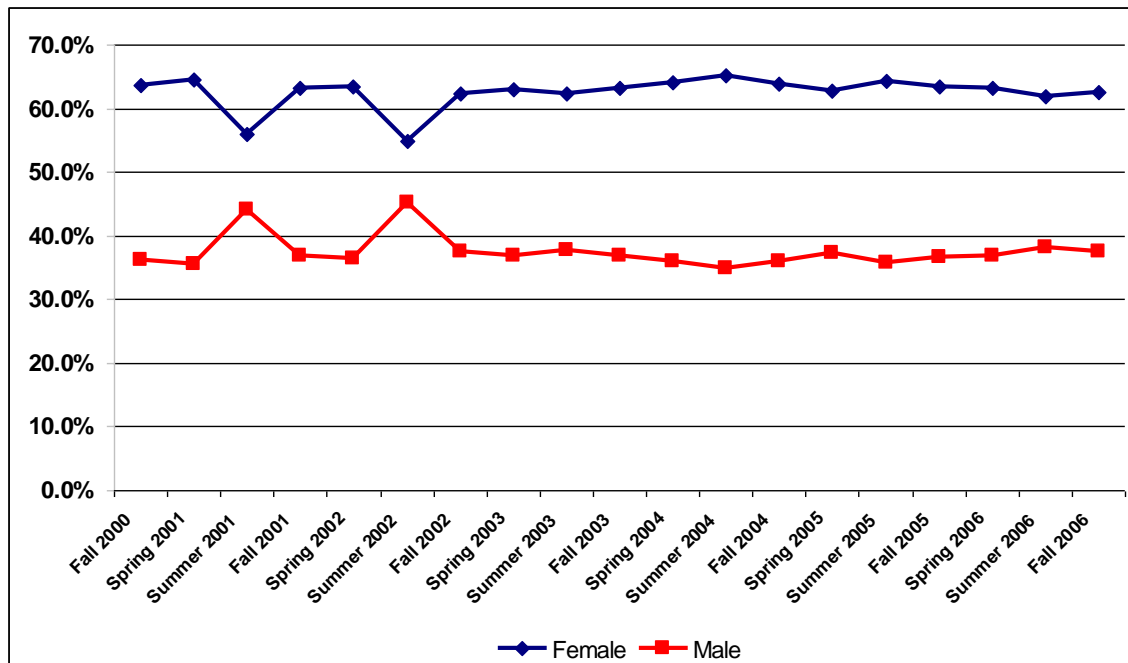


Figure 4A: Distribution of enrolled students by Gender, Fall 2000 through Fall 2006

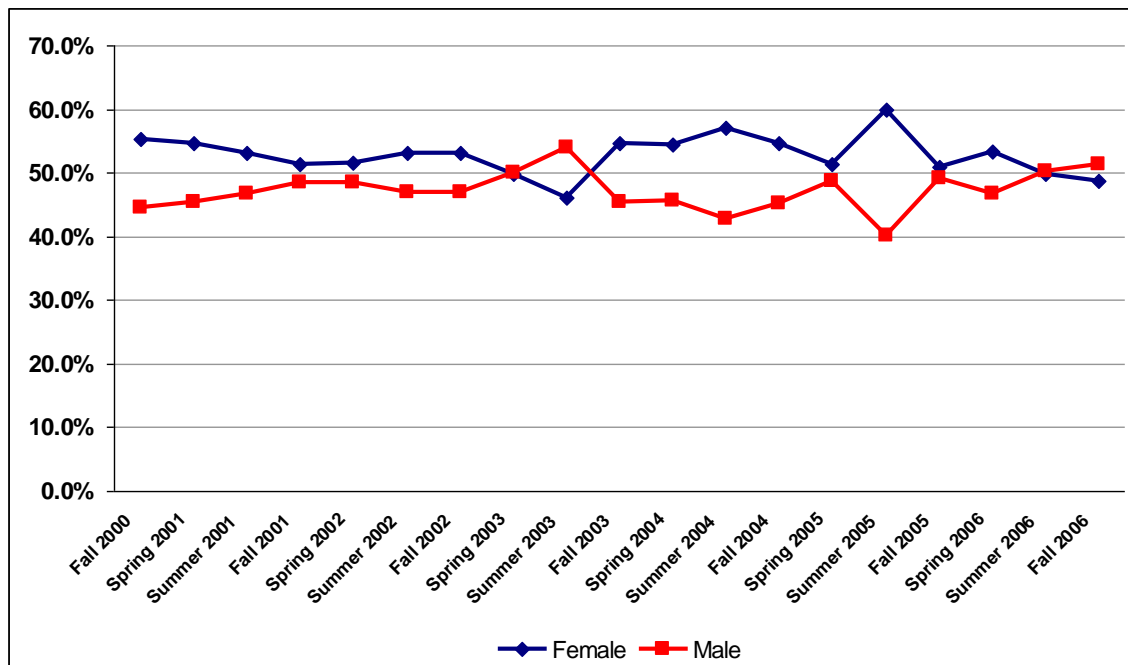


Figure 4B: Distribution of First-time student enrollments Fall 2000 through Fall 2006.

## Ethnicity

In terms of ethnicity, enrollment since Fall 2000 has begun to reflect the demographic shift of the larger Mendocino and Lake Counties population. As shown in Figure 5A, the enrollment in Fall 2000, was overwhelmingly White, with slightly more than 80% of the population. Hispanic students comprised 10.37% of enrollment and the remaining 10% was divided among other ethnic groups.

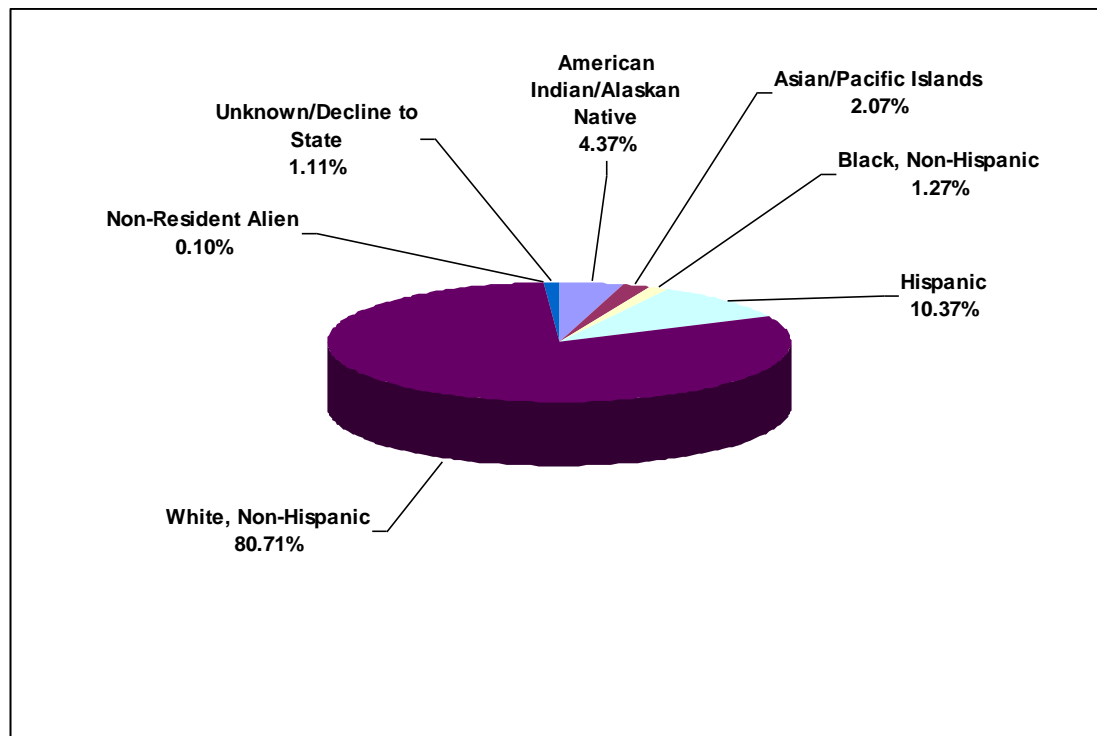


Figure 5A: Distribution of Fall 2000 enrollment by Ethnic Identification.

The enrollment in Fall 2006, however, was considerably different, as shown in Figure 5B. Here, the proportion of students who were White has dropped to slightly less than 70% and the proportion of Hispanic students has risen to 14.12%. In fact, the distribution is roughly similar to the distribution of the general population by ethnicity. However, the percentage enrollment of other minorities (Asian-American, Black, Native American) have only risen marginally. The bigger shift has been in students' unwillingness to provide their ethnic identification, with the "Decline to State/Unknown" category increasing by a factor of 6, from 1.11% in Fall 2000 to 7.2% in Fall 2006.

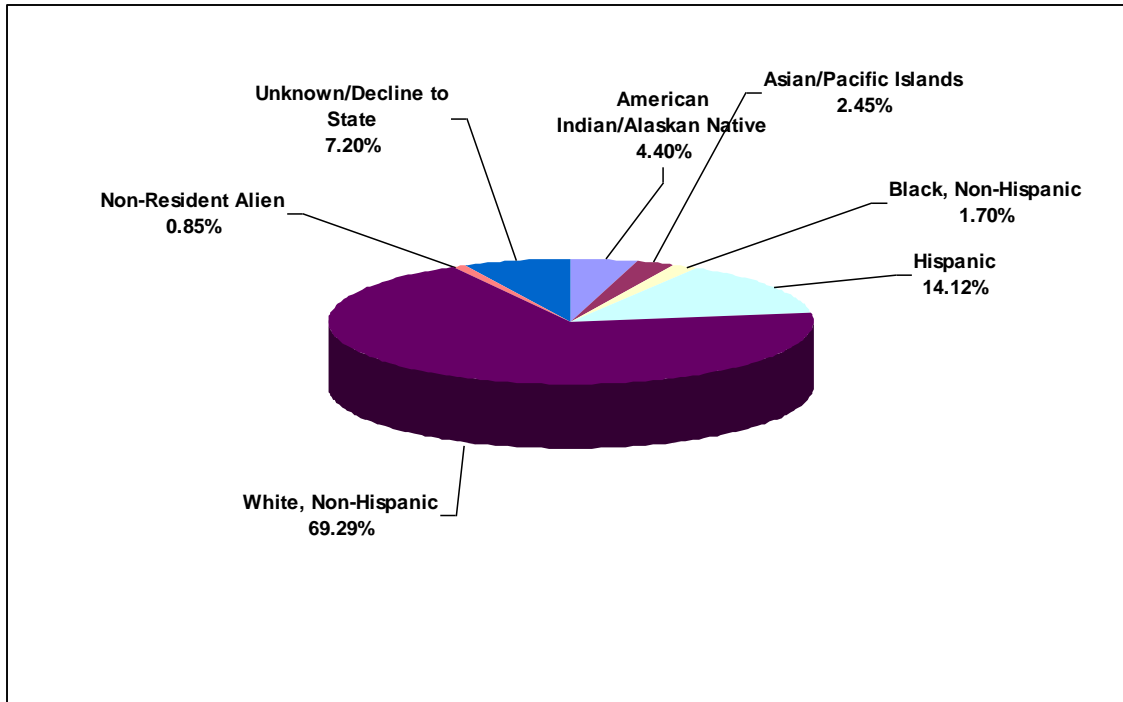


Figure 5B: Distribution of Enrollments by ethnicity, Fall 2006

As with gender, the distribution of First-time students is somewhat different than the distribution for all students and is more reflective of demographic change in Mendocino and Lake Counties. Over time, the proportion of First-time students who are Hispanic has fluctuated considerably, from 15% to as much as 41.8% (Spring 2002). However, the trend is toward an increasing proportion of Hispanic First-time students and a decreasing proportion of White First-time students, reflecting the changes in the external environment. As shown in Figure 6, the proportion of White First-time students has dropped from 73.3% in Fall 2000 to 59.5% in Fall 2006 and the proportion of Hispanic First-time students has risen from 15.5% to 20.0%.

There is a unique spike which occurred in Spring 2001. Here, the percentage of First-time Hispanic student soared from 23.8% in Fall 2001 to 41.8% in Spring 2002. The percentage then leveled off again in Fall 2002 (20.8%). What is particularly unique about this spike is the age distribution of Hispanic First-time students. The majority of these students (170/278) were between the ages of 25 and 44.

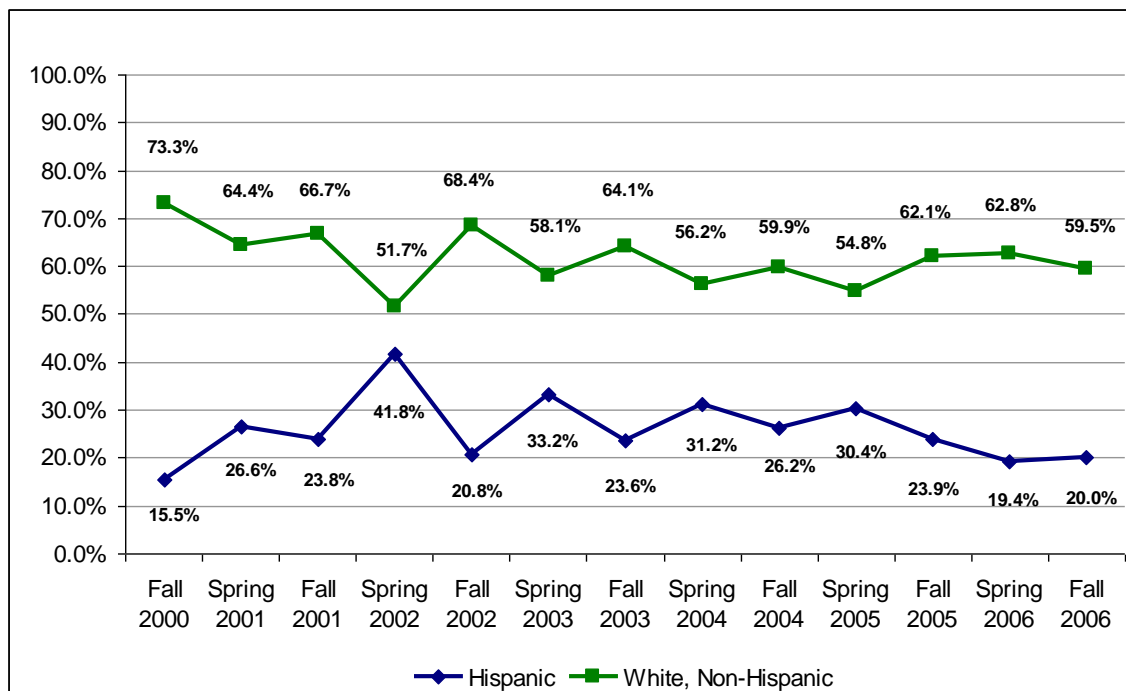


Figure 6: Hispanic and White First-time students a percentage of total new students. Fall 2000 through Fall 2006

### County of Residence

As shown in Figure 7, Mendocino County is the county of residence for more than two-thirds of all students. With the exception of one semester, Spring 2003, Mendocino County has accounted for 70% or more of all enrolled students. Lake County, on the other hand tends to fluctuate between about 20% of total student population and 23% of total student population. Since the high point of Spring 2004 (23.6%), the proportion of students from Lake County has slowly drifted downward to 20.5% in Fall 2006. In Spring 2007, the percentage of students from Lake County rebounded to 21.4%. Interestingly, the percentage of “out-of-district” has slowly grown over the past five years. From a low point of 4.8% of total student population in Fall 2001, the percentage has steadily grown to 8.7% in Fall 2006, before leveling off to 7.2% in Spring 2007.

Table 2 presents the enrollments by semester by county of residence. Both Lake and Mendocino counties have experienced absolute declines in enrollment from the high point in Spring 2002. Lake County has seen a drop from 1,277 to 1,097 in Spring 2007, a decline of 14.09%. Similarly, Mendocino County has seen a decline in headcount from 4,448 to 3,657, about 17.8%. However, out-of-district headcount has actually increased, from 307 to 369, an increase of 20.2%.

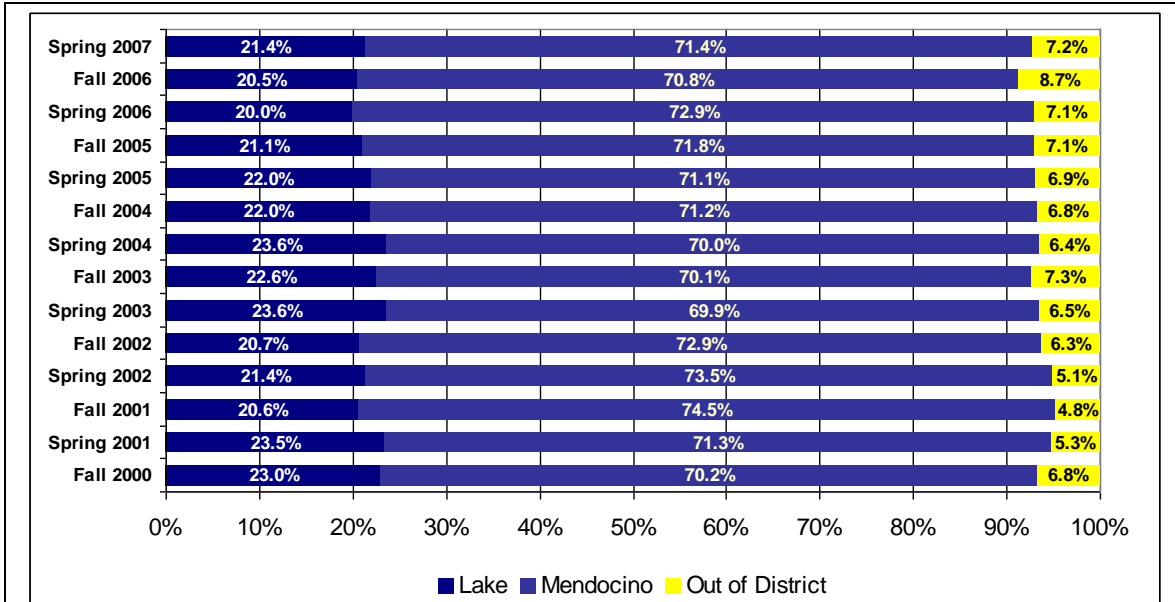


Figure 7: Distribution of enrolled students by county of residence; Fall 2000 through Spring 2007

Semester	Lake	Mendocino	Out of District	Total
Fall 2000	1102	3360	323	4785
Spring 2001	1268	3849	284	5401
Fall 2001	1107	4000	259	5366
Spring 2002	1293	4448	307	6048
Fall 2002	1008	3548	308	4864
Spring 2003	1277	3780	351	5408
Fall 2003	1096	3398	354	4848
Spring 2004	1156	3425	311	4892
Fall 2004	1022	3304	315	4641
Spring 2005	1133	3655	356	5144
Fall 2005	1001	3396	336	4733
Spring 2006	999	3645	354	4998
Fall 2006	990	3413	419	4822
Spring 2007	1097	3657	369	5123

Table 2: Distribution of enrollment by county of residence; Fall 2000 through Spring 2007.

The pattern for First-time students is quite similar to the overall enrollment patterns, as shown in Table 3a (absolute headcount) and Table 3b (percentage distribution). On average, about 3 times as many First-time students reside in Mendocino County as in Lake County; this despite the fact that the population of Mendocino County is only about 30% greater than Lake County according to the California Department of Finance estimates.

Semester	Lake	Mendocino	Out of District	Total
Fall 2000	179	514	64	757
Spring 2001	136	398	34	568
Fall 2001	162	628	38	828
Spring 2002	115	521	29	665
Fall 2002	187	603	67	857
Spring 2003	169	380	48	597
Fall 2003	180	581	77	838
Spring 2004	129	395	40	564
Fall 2004	192	554	67	813
Spring 2005	137	364	39	540
Fall 2005	163	537	78	778
Spring 2006	78	337	34	449
Fall 2006	161	555	75	791
Spring 2007	115	366	24	505

Table 3A: Enrollment of First-time students by county of residence; Fall 2000 through Spring 2007

Semester	Lake	Mendocino	Out of District	Total
Fall 2000	23.6%	67.9%	8.5%	100.0%
Spring 2001	23.9%	70.1%	6.0%	100.0%
Fall 2001	19.6%	75.8%	4.6%	100.0%
Spring 2002	17.3%	78.3%	4.4%	100.0%
Fall 2002	21.8%	70.4%	7.8%	100.0%
Spring 2003	28.3%	63.7%	8.0%	100.0%
Fall 2003	21.5%	69.3%	9.2%	100.0%
Spring 2004	22.9%	70.0%	7.1%	100.0%
Fall 2004	23.6%	68.1%	8.2%	100.0%
Spring 2005	25.4%	67.4%	7.2%	100.0%
Fall 2005	21.0%	69.0%	10.0%	100.0%
Spring 2006	17.4%	75.1%	7.6%	100.0%
Fall 2006	20.4%	70.2%	9.5%	100.0%
Spring 2007	22.8%	72.5%	4.8%	100.0%

Table 3B: Percentage distribution of First-time students by county of residence; Fall 2000 through Spring 2007

In terms of trends, the proportion of First-time students that reside in Lake County or Mendocino County tends to fluctuate within a band of about 7 percentage points. Spring 2003 represents the closest the proportional distribution has been in the entire period, when residents of Lake County represented 28.3% of First-time students and residents of Mendocino County represented 63.7% of First-time students. The most divergent period occurred the previous year, Spring 2002, when residents of Lake County represented only 19.6% of First-time students and residents of Mendocino County represented 75.8% of First-time students.

## Age

In Fall 2006, the age of enrolled students ranged from 4 years (enrolled in THEA 244) to 92 years (enrolled in PSY212). The mean age of enrolled students was 34.4 with a standard deviation of 16.47 years. Table 4 presents both the absolute and proportional distribution of headcount enrollment by age group for Fall and Spring semesters, beginning with Fall 2000.

Semester	Less than 17	17 - 26	27 - 49	50 and above	Less than 17	17 - 26	27 - 49	50 and above
Fall 2000	360	1601	1805	1019	7.5%	33.5%	37.7%	21.3%
Spring 2001	551	1760	1976	1114	10.2%	32.6%	36.6%	20.6%
Fall 2001	507	1851	1854	1154	9.4%	34.5%	34.6%	21.5%
Spring 2002	672	2012	2095	1269	11.1%	33.3%	34.6%	21.0%
Fall 2002	361	1825	1627	1051	7.4%	37.5%	33.4%	21.6%
Spring 2003	322	1909	1952	1225	6.0%	35.3%	36.1%	22.7%
Fall 2003	230	1889	1619	1110	4.7%	39.0%	33.4%	22.9%
Spring 2004	291	1832	1677	1108	5.9%	37.3%	34.2%	22.6%
Fall 2004	256	1871	1512	1002	5.5%	40.3%	32.6%	21.6%
Spring 2005	292	2002	1727	1129	5.7%	38.9%	33.5%	21.9%
Fall 2005	269	1942	1453	1069	5.7%	41.0%	30.7%	22.6%
Spring 2006	326	1960	1624	1088	6.5%	39.2%	32.5%	21.8%
Fall 2006	263	1933	1485	1141	5.5%	40.1%	30.8%	23.7%
Spring 2007	370	2007	1605	1141	7.2%	39.2%	31.3%	22.3%

Table 4: Absolute and proportional distribution of students by age group, Fall 2000 through Spring 2007

The “cut points” for the age groups correspond to the major groups of students served in the College. The “Less than 17” age group is comprised by high schools students who are concurrently enrolling at Mendocino College. Not surprisingly, they tend to enroll in slightly greater numbers in the spring semester (preparing for the next step in their educational career) than in the fall semester. On average, this group comprises about 7% of the total enrolled student population.

The “17-26” age group comprises what is usually considered to be the principal age cohort for college attending students. Since Fall 2002, this has been the largest age group attending Mendocino College. Not only is it consistently the largest age group (with the exception of Spring 2003), it has been consistently growing in size and in proportion. Since Fall 2002, this age group has averaged over 1,900 students, ranging from a low of 1,825 in Fall 2002 to a high of 2,007 enrolled students in Spring 2007.

Overall, since Fall 2000, the number of enrolled students in 17-26 age group has grown from 1,601 to 2,007. This represents a growth rate of 25.36% overall, more than thrice the growth rate of total enrollments (7.06%) over the same period. On a fall-to-fall basis, this group has grown at an annual rate which averages 3.35% per year. However, the annual growth rate is not a steady rise. Instead, the bulk of the growth was from Fall 2000 to Fall 2001 (15.62%). Since then, growth has varied from about 3.5% in one year

to a decline of about 1.0% the following year. As a result, the overall growth since the initial spurt has been slightly less than 1.0% per year.

The third group is comprised of students between the ages of 27 and 49. This is the second largest group of students at Mendocino College. Table 4 shows two interesting patterns. The first pattern deals with the absolute number of students in the age group. Spring semester enrollment has, over the past six years, surpassed the previous Fall enrollment by an average of 185 students, ranging from a low of +58 in Spring 2004 to a high of +325 in Spring 2003. In the two most recent periods, Spring semester enrollment in this age groups surpassed Fall enrollment by +171 and +120, respectively.

The second pattern is in the proportion of the student population attributed to this age group. Since Fall 2000, the proportion of enrollment comprised by this group has gradually declined, from 37.7% to 31.3% of the student population in Spring 2007. This reflects a “swing” of about 600 students between this age group and the 17-26 year old group. In Fall 2000, the 27-49 year-old age group had 204 more students than the 17-26 age group. By Spring 2007, the difference had changed in both direction (the 17-26 year old age group becoming larger than the 27-49 year old group) and in magnitude (402 students).

The final age group to consider are students 50 years of age or older. This is the most stable portion of the student population, with an average enrollment of 1,115 students comprising about 22% of the student population. Overall, this group has grown slightly since Fall 2000, from 1,019 to 1,141, an overall growth of 12%.

Internally, this group is dominated by continuing and returning students. Table 5 presents a breakdown (absolute and percentage distribution) of students in this age group by enrollment status. Overwhelmingly, this age group is dominated by students who either are continuing students or students who are returning after a semester’s absence. Returning students typically comprise between 30 and 37% of all students in this age category. Continuing students consistently comprise the largest share within this category, anywhere from 41.6% to 51.4% of all students. On an absolute basis, the number of First-time students has declined over the past six years, from 93 in Fall 2003 to 71 in Spring 2007. This represents a decline of 23.7%. Correspondingly, the proportional share has also dropped from 9.1% of all enrolled students to 6.2% of all enrolled students.

Semester	First-Time Student	First-Time Transfer Student	Returning Student	Continuing Student	Total
Fall 2000	93	124	321	481	1019
Spring 2001	80	152	369	513	1114
Fall 2001	86	145	443	480	1154
Spring 2002	89	139	428	613	1269
Fall 2002	68	123	320	540	1051
Spring 2003	86	161	416	562	1225
Fall 2003	71	124	363	552	1110
Spring 2004	72	139	327	570	1108
Fall 2004	62	129	343	468	1002
Spring 2005	76	153	415	485	1129
Fall 2005	48	126	411	484	1069
Spring 2006	67	120	390	511	1088
Fall 2006	71	144	446	480	1141
Spring 2007	71	133	424	513	1141
Semester	First-Time Student	First-Time Transfer Student	Returning Student	Continuing Student	Total
Fall 2000	9.1%	12.2%	31.5%	47.2%	100.0%
Spring 2001	7.2%	13.6%	33.1%	46.1%	100.0%
Fall 2001	7.5%	12.6%	38.4%	41.6%	100.0%
Spring 2002	7.0%	11.0%	33.7%	48.3%	100.0%
Fall 2002	6.5%	11.7%	30.4%	51.4%	100.0%
Spring 2003	7.0%	13.1%	34.0%	45.9%	100.0%
Fall 2003	6.4%	11.2%	32.7%	49.7%	100.0%
Spring 2004	6.5%	12.5%	29.5%	51.4%	100.0%
Fall 2004	6.2%	12.9%	34.2%	46.7%	100.0%
Spring 2005	6.7%	13.6%	36.8%	43.0%	100.0%
Fall 2005	4.5%	11.8%	38.4%	45.3%	100.0%
Spring 2006	6.2%	11.0%	35.8%	47.0%	100.0%
Fall 2006	6.2%	12.6%	39.1%	42.1%	100.0%
Spring 2007	6.2%	11.7%	37.2%	45.0%	100.0%

Table 5: Absolute and proportional distribution of 50+ age group by enrollment status, Fall 2000 through Spring 2007

## Demographic Factors and FTES

Of the four demographic factors, gender, ethnicity, county of residence and age of student, age of student seems to be related to the greatest variation in the number of full-time equivalent students (FTES). Table 6 presents a summary of the distribution of students and FTES for both Fall 2006 and Spring 2007 and clearly shows the relative importance of student age. In the areas of gender, ethnicity and county of residence, there is virtually no difference between the proportion of enrolled students in a particular category and the proportion of FTES attributed to enrolled students in the same category.

When proportional differences are examined by gender, there is virtually no difference (1.6 percentage points in Fall 2006; 1.7 percentage points in Spring 2007) between the proportional distribution of students and the proportional distribution of FTES. The case is nearly identical with County of residence as a defining population parameter. In Fall 2006, the difference between the population distribution and the FTES distribution is only 1.3 percentage points; in Spring 2007, it is slightly higher at 1.7 percentage points.

There is some disproportion on the parameter of ethnicity. In Fall 2006, Hispanic students comprised 14.1% of the student population but 17.1% of all FTES. A similar pattern is evident in Spring 2007. One factor that explains this somewhat greater disproportion relates back to age. In Fall 2006, the largest cluster of Hispanic students (55.7% of all Hispanic students) were between the ages of 17 and 26. For other ethnic groups, there is a somewhat more balanced distribution. This skewness in age accounts for the slightly higher proportion of FTES attributed to Hispanic students.

	Fall 2006				
Gender	Students	% Enrollment	FTES	% FTES	Difference
Female	3011	62.4%	833.688	60.8%	-1.6%
Male	1811	37.6%	537.2905	39.2%	1.6%
Total	4822		1370.978		
IPED Ethnicity	Student	% Enrollment	FTES	% FTES	Difference
American Indian/Alaskan Native	212	4.4%	69.87048	5.1%	0.7%
Asian/Pacific Islands	118	2.4%	36.0421	2.6%	0.2%
Black, Non-Hispanic	82	1.7%	36.92514	2.7%	1.0%
Hispanic	681	14.1%	234.0491	17.1%	2.9%
White, Non-Hispanic	3341	69.3%	900.2394	65.7%	-3.6%
Non-Resident Alien	41	0.9%	9.027429	0.7%	-0.2%
Decline to State	319	6.6%	79.26095	5.8%	-0.8%
Unknown/No Response	28	0.6%	5.56381	0.4%	-0.2%
Total	4822		1370.978		

County of Residence	Student	% Enrollment	FTES	% FTES	Difference
Lake	990	20.5%	263.6339	19.2%	-1.3%
Mendocino	3413	70.8%	988.3491	72.1%	1.3%
Out of District	419	8.7%	118.9954	8.7%	0.0%
Total	4822		1370.978		
Age Group	Student	% Enrollment	FTES	% FTES	Difference
Less than 17	263	5.5%	40.82286	3.0%	-2.5%
17 - 26	1933	40.1%	808.0632	58.9%	18.9%
27 - 49	1485	30.8%	369.1526	26.9%	-3.9%
50 and above	1141	23.7%	152.9398	11.2%	-12.5%
Total	4822		1370.978		
Spring 2007					
Gender	Student	% Enrollment	FTES	% FTES	Difference
Female	3295	64.3%	832.2667	62.6%	-1.7%
Male	1828	35.7%	496.6695	37.4%	1.7%
Total	5123		1328.936		
IPED Ethnicity	Student	% Enrollment	FTES	% FTES	Difference
American Indian/Alaskan Native	262	5.1%	75.47562	5.7%	0.6%
Asian/Pacific Islands	124	2.4%	32.35105	2.4%	0.0%
Black, Non-Hispanic	76	1.5%	27.27562	2.1%	0.6%
Hispanic	707	13.8%	206.3004	15.5%	1.7%
White, Non-Hispanic	3459	67.5%	888.6596	66.9%	-0.6%
Non-Resident Alien	109	2.1%	15.60895	1.2%	-1.0%
Decline to State	360	7.0%	76.92667	5.8%	-1.2%
Unknown/No Response	26	0.5%	6.338286	0.5%	0.0%
Total	5123		1328.936		
County of Residence	Student	% Enrollment	FTES	% FTES	Difference
Lake	1097	21.4%	262.2324	19.7%	-1.7%
Mendocino	3657	71.4%	959.8695	72.2%	0.8%
Out of District	369	7.2%	106.8343	8.0%	0.8%
Total	5123		1328.936		
Age Group	Student	% Enrollment	FTES	% FTES	Difference
Less than 17	370	7.2%	56.26724	4.2%	-3.0%
17 - 26	2007	39.2%	731.4884	55.0%	15.9%
27 - 49	1605	31.3%	374.4533	28.2%	-3.2%
50 and above	1141	22.3%	166.7272	12.5%	-9.7%
Total	5123		1328.936		

Table 6: Proportional Distribution of enrolled students and proportional distribution of FTES by demographic parameters; Fall 2006 and Spring 2007

When age is used as the population parameter, there is a marked concentration of FTES. The 17-26 age group comprises 40.1% of all enrolled students in Fall 2006 but 58.9% of all FTES in the same semester. This is a difference of 18.9 percentage points. In Spring 2007, the difference is slightly smaller but still significant; the age 17-26 age group represented 39.2% of the enrolled student population and 55.0% of the total FTES generated by all students.

What makes this group particularly important is the impact that these enrollments have on the number of Full Time Equivalent Students (FTES). Each semester, as illustrated in Figure 8, the members of the “17-26” age group generate, on average, about .40 FTES per student. The general trend is for this group to generate slightly more than 0.4 FTES in the Fall semester and slightly less than 0.40 FTES in the following Spring semester. This is about twice the nearest age group (27-49) which generates about .20 FTES pre student. This indicates that students in the 17-26 age group are more likely to be full-time students than students in the other age groups.

Figure 8 builds upon the data in Table 6 and shows the proportional distribution of FTES by age group for each semester from Fall 2000 through Spring 2007. This figure clearly illustrates the ongoing importance of the 17-26 age group. Each semester, they account for more than 50% of all FTES generated by enrolled students. In Fall semesters, this group accounts for about 58% (in Fall 2005, 60.9%) of all FTES, In Spring semesters, that percentage drops to about 55% of all FTES.

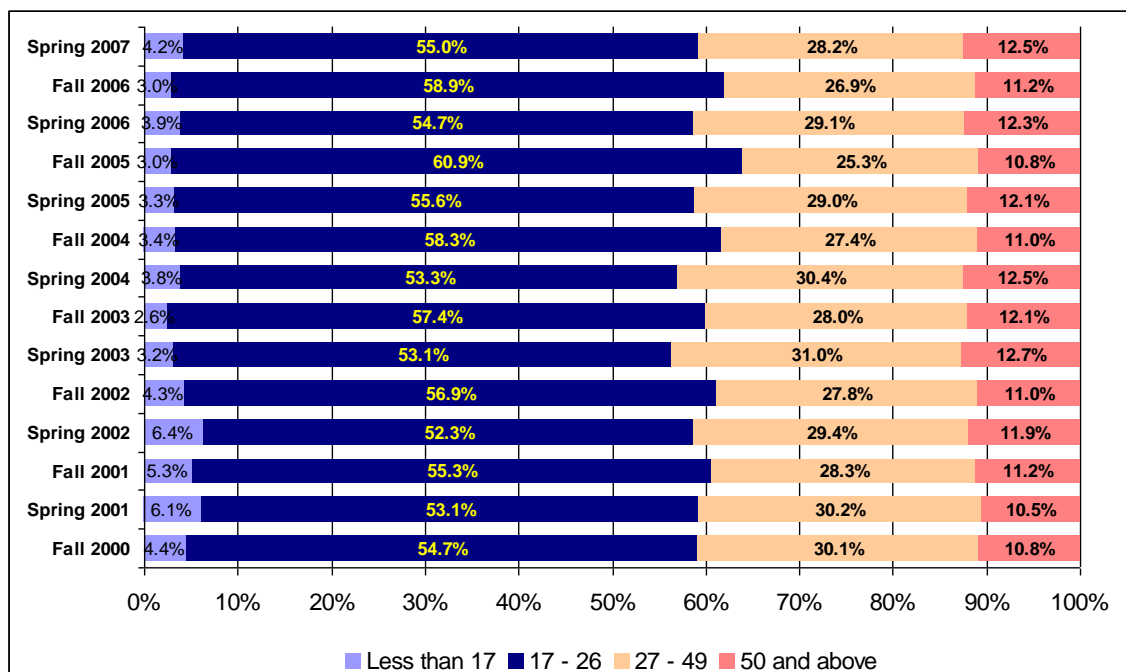


Figure 8: Proportional distribution of FTES by age group; Fall 2000 through Spring 2007

The next closest age group, the 27-49 year old group generates a much smaller proportion of the FTES each semester. Since Fall of 2002, this age group has generated about half

as much of FTES as the 17-26 age group. The oldest students, aged 50 and above, generate a relatively stable but slightly growing percentage of all FTES, ranging from a low of 10.8% in Fall 2000 to a slightly greater portion, 12.5% in Spring 2007. For this group of students, the proportion of FTES generated follows the same pattern as their overall enrollment. They tend to enroll in slightly greater numbers in the Spring than in the Fall, hence their proportional FTES tracks directly with that pattern.

Further stressing the importance of the 17-26 group is the number of FTES per student attributed to the group. This figure, the division of total FTES by total enrolled students gives us an estimator of the “net value” of enrolling a student in a particular age group. This is shown for each semester from Fall 2000 through Spring 2007 in Figure 9.

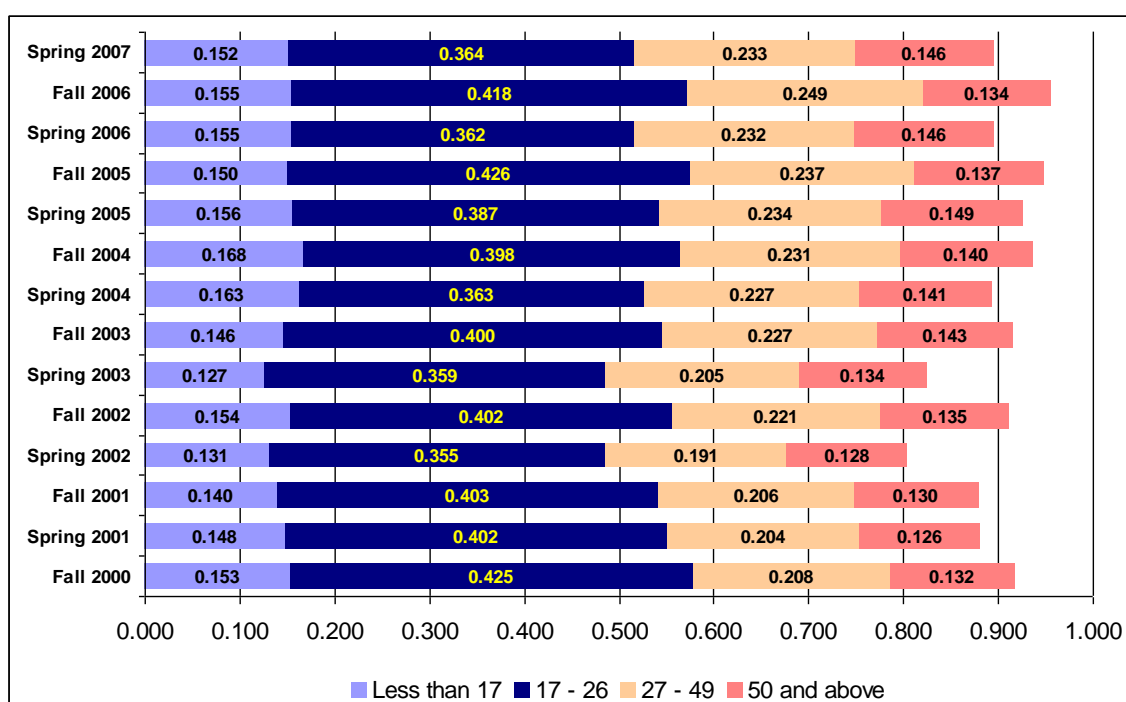


Figure 9: FTES per student by age group; Fall 2000 through Spring 2007

Each student in the 17-26 age group generates slightly more than .40 FTES each Fall semester and about .36 FTES each Spring semester over the past six years. Younger students, aged 17 and below are fairly stable, generating approximately .15 FTES each semester.

At the opposite end of the age spectrum, the oldest students (50 and above) vary, again, by semester. In general, however, the per student FTES ranges from a low of .126 (in Spring 2001) to a high of .149 in Spring 2005. In more recent semester, the per student FTES has been approximately .14 FTES per student. The adult students (27 -49) have been generating slightly more FTES per student each semester through out the period, going from about .20 in the early semesters to about .235 in the more recent semesters.

## Summary

This report examines the demographics of Mendocino College students from Fall 2000 through Spring 2007. In many respects, the college has stayed relatively stable. In terms of gender distribution, the overall student population is largely female, with roughly 1.7 female students to every male students. Among First-time students, however, the trend in more recent semesters has been to narrow the gender gap, making that group more reflective of the general population.

Similarly, we have been extremely consistent in the County of residence of out students. Each semester, over the six years studied, about 70% of students reside in Mendocino County and about 20-23% reside in Lake County, with the remainder being out-of-district students. Unlike gender, however, the distribution of First-time students by county of residence is roughly the same as the population as a whole.

In regards to ethnicity of the student population, Mendocino College has largely reflected the trends in the population of the two counties. The proportion of White students has dropped from Fall 2000 through Fall 2006 and the proportion of Hispanic students has risen. Among First-time students, the trend has been especially evident. It can be anticipated that the trend will continue, as the Hispanic population continues to increase slowly through the year 2015.

Finally, it appears that student age is one of the most important demographic factors which affects Mendocino College. In particular, the group of students between the ages of 17 and 26 has the greatest impact. They account for about 40% of all FTES generated each semester and, on average account for about .40 FTES per student.